

Curriculum Map Nursery 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me Super me Amazing me	Celebrations	Fairy Tales	Creatures Great and Small Mini beasts Farm animals	In the Garden	Space Out of this world
Self-registration	Photo name cards	Photo name cards	Whiteboard -drawing face next to printed name	Whiteboards -drawing face next to printed name Some letter formation	Whiteboards -writing name	Whiteboards -writing name
Key Texts	<u>Owl Babies</u> Supertato 10 Little Superheroes Super Daisy Superworm Non-fiction: Family books, People who help us	Kipper's Birthday The Little Princess- I Want a Party Non-fiction: Birthdays Diwali Christmas	Three Little pigs Three Bears The gingerbread man	In the garden Handa's Surprise Yucky worms Pig in the Pond Spiders (Usborne Non-Fiction) Non-fiction: Animals, Farm Animals, Habitats https://youtu.be/cRhG0dqWllo?feature=shared https://youtu.be/lcZW43hUlzc?si=PUQeTEo cm4PMledA https://youtube.com/watch?v= l7sak6Vlq8 &si=cq4H65D6xn0AwAST https://youtu.be/cRhG0dqWllo?feature=shared https://youtube.com/watch?v= l7sak6Vlq8 &si=cq4H65D6xn0AwAST	Jasper's Beanstalk Oliver's Vegetables Seed to Sunflower Non-fiction: life cycle of a sunflower, minibeasts, planting	Whatever Next How to Catch a Star, The Way Back Home Here We Are Race to the moon and back Astrogirl Beegu Non-fiction: Space and our solar system https://youtu.be/YHecRXBRUoM?feature=shared https://youtu.be/S9HdPi9lkhk?si=OoC_U5MXHHKQmHp https://youtu.be/Hz2F_S3TI0Y?si=Bl0tV-fbkZjh9vF1 https://youtu.be/D8H1RNtka6s?si=q4OMw oiAngPphzm3 https://youtu.be/5zlcWdTs2-s?si=UAddgHh59KX5JZeU
Key Topic Vocabulary See also maths	-Tier 1 - Family, come back, safe, waiting, Owl, owlet, small, big, bigger, biggest, sad, claws, beak, hunt -Tier 2 - return, little, worried, large, hooked beak, prey -Tier 3 - protected, carnivore, talons,	-Tier 1 - party, presents -Tier 2 - celebration, gifts, - Tier 3 - festival	-Tier 1: run, break, -Tier 2: follow, runaway, melt, -Tier 3: Chase, escape, dissolve,	Tier 1 - Mini beast (6 legs), wings, legs, wriggle, stretch, long, fly, dig, , change, hatch, spider (8 legs), Long, far , start to end, -Tier 2 - antennae, length, tunnel stretch, burrow, manure - Tier 3 - arachnid, burrow, Distance, Short, longer, Compost,	-Tier 1 - Mud, dirt, warm, cosy, hole, dig, drink, grow, water, sun, -Tier 2 -Soil, covered, sprinkle, roots, leaves, nectar - Tier 3 - Earth, planted, pollination, stem, petals,	-Tier 1 -world, city, town, zoom, fly, travel, far, space rock, -Tier 2 -planet, country, vehicle, transport, distance, meteor, country - Tier 3 - solar system, continent, location, miles, asteroid, milky way, gravity,
Trips/Visitors	Visit from Mounted Police Reading event / oracy Trip to idea store	Invite parents to talk about how they celebrate (Diwali, Chinese New Year) Religious trip? Local church?	Dressing up day for early years Stay and play Smoothie making. Look at recipes.	World book day Mudchute farm	Maths event with parents / song and dance performances? Maths week Begin working in pairs LPs	Science museum Summer picnic in the park or garden Sports day Learning partners

Additional Learning Opportunities	Harvest, Autumn, Black History Month	Birthday Christmas, Hannukah, Diwali, Winter, Remembrance Day. Implement Phonics / Maths sessions	Chinese New Year Internet Safety Week Begin planting?	Spring, World Book Day Holi, Easter, Mothers Day Eid al-Fitr	Growing sunflowers/ cress / herbs / wormery	Summer, transition reception open to nursery from 1.30. n, Eid ul-Adha
<p style="text-align: center;">CL</p> <p style="text-align: center;">Listening, Attention & Understanding</p>	<p>Components: Daily story sessions</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Introducing carpet time rules</p> <p>Key sessions: Listening and attention games, Nursery Rhymes, story sessions</p> <p>Listening Game Yellow Door CD</p> <p>Develop use of prepositions through - superhero obstacle course, superhero/villain hiding in, on under, etc.</p> <p>End Point: I can listen to a simple story with the help of pictures 1:1 or in small groups</p> <p>I can follow simple directions (if not intently focussed on an activity of own choosing)</p> <p>I can focus for a while although can be easily distracted</p>	<p>Components: Daily story sessions (encourage children to join in with actions and repeated phrases)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Key sessions: Listening and attention games, Nursery Rhymes</p> <p>Listen to peers/adults talking about how they celebrate in small groups and with the support of visuals</p> <p>End Point: I can concentrate intently on an activity of my choosing for a short period</p> <p>I can recall some key events and/or characters from familiar stories</p> <p>I can understand simple questions involving who, what, where and beginning to answer why questions</p>	<p>Components: Daily story sessions (encourage children to join in with actions and repeated phrases)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Key Group sessions: Listening and attention games, Nursery Rhymes</p> <p>Use puppets and visuals to support retelling of key texts</p> <p>End Point: I can listen to others in small groups</p> <p>I can join in with repeated refrains and anticipate key events in stories</p> <p>I can shift attention and follow directions</p>	<p>Components: Daily story sessions (comprehension questions around where, who, what, when, why)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Guess the farm animal? Guess the minibeast? Work out the animal from the description</p> <p>Listen to different animals noises. Can children identify the animals?</p> <p>Look at simple non-fiction books about different animals and learn some fun facts</p> <p>Support children to use who, what, why, when, where questions about what they have heard</p> <p>End Point: I can respond to instructions with more than one element</p> <p>I can respond appropriately when engaging in communication during my play</p> <p>I can respond to simple comprehension questions about key texts and/or familiar experiences</p>	<p>Components: Daily story sessions (ask comprehension questions, begin to make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Key Group sessions: Listening and attention games, Nursery Rhymes</p> <p>Look at simple non-fiction books about plants and learn some fun facts</p> <p>Introduce Helicopter Stories</p> <p>Role play and act out key texts</p> <p>End Point: I can retell simple, familiar stories</p> <p>I can listen and attend to longer stories with the help of pictures</p> <p>I can listen to ideas from peers and adults and incorporate them in my play</p>	<p>Components: Daily story sessions (ask comprehension questions, begin to make predictions)</p> <p>Shared attention, Respond, Engage, Conversation during Learn & Explore time</p> <p>Acting out stories</p> <p>Key Group sessions: Listening and attention games, Nursery Rhymes</p> <p>Role play and act out key texts</p> <p>Look at simple non-fiction books about space and learn some fun facts</p> <p>End Point: I can listen to others 1:1 or in small groups when the conversation interests me</p> <p>I can listen and attend to whole class sessions</p> <p>I can retell key events from familiar stories</p>

Speaking

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, Nursery Rhymes, story sessions

Wow Word Wall - refer back to and celebrate children exploring new words

End Point:
I am beginning to explain how I feel through words and/or actions and gestures

I can communicate using simple sentences but may jump from topic to topic

I can use talk to express myself to familiar adults and peers

I am using my own ideas to make up stories (helicopter stories to give us another language baseline)

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, Nursery Rhymes, story sessions

Wow Word Wall - refer back to and celebrate children exploring new words

Small group sessions - How do you celebrate? Using visuals

Christmas Performance

End Point:
I can recite familiar rhymes, poems or songs

I can talk in sentences and am starting to extend them

I am starting to connect ideas and stick to a topic

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, Nursery Rhymes, story sessions

Wow Word Wall - refer back to and celebrate children exploring new words

Use puppets and visuals to support retelling of key texts

End Point:
I can talk to pretend/role play

I am building a repertoire of rhymes, poems and songs

I can use some of the new vocabulary learnt

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, Nursery Rhymes, story sessions

Wow Word Wall - refer back to and celebrate children exploring new words

Describe animals using visual aids

End Point:
I can use new vocabulary in play and in small group sessions

I can stick to a theme and ask simple questions

I can communicate in front of a small group

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, poems, story sessions

Wow Word Wall - refer back to and celebrate children exploring new words

Describing tastes, textures, smells, look of different fruit and vegetables

Talk about what they notice - plants, flowers

End Point:
I am building my repertoire of songs, poems

I try to use the correct tense although I may still muddle them e.g. I bringed a bag

I can continue conversation

Components:
Shared attention, Respond, Engage, Conversation during Learn & Explore time

Key sessions: Listening and attention games, poetry, new songs

Wow Word Wall - refer back to and celebrate children exploring new words

Watch clips of space travel, rockets taking off, pictures from space and discuss

Would you like to go to space? Why/Why not?

End Point:
I am using longer sentences (4 -6 words)

I use language to problem solve and organise my thoughts

Components:
 Discuss and set rules and routines for the class

Circle Time getting to know you games

Support children during 'Learn & explore' when issues arise - encourage/model use of language to explain how child is feeling

Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc.

End Point:
 I am beginning to find ways to calm myself and/or be calmed by an adult

I am beginning to settle and feel confident in Nursery

I am beginning to have a sense of who I am

I am starting to follow rules and boundaries of Nursery

Components:
 Discuss the feelings of the characters in the key texts and how they are feeling at certain points in the story

Support children during Child Initiated Play when issues arise - encourage/model use of language to explain how child is feeling

Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc.

Look at photos of people showing different emotions - how do you think they are feeling? Why?

Jigsaw

End Point:
 I am beginning to self-regulate during transition times

I can express a range of emotions

I beginning to show self-control (e.g. not grabbing a toy)

Components:
 Discuss the thoughts and feelings of the characters in key texts

Support children during Child Initiated Play when issues arise - encourage/model use of language to explain how child is feeling

Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc

Make your own emotion faces - give children the vocabulary to express this emotion. What could we do if we feel this way?

End Point:
 I can talk about how I feel

I am beginning to talk about how others may be feeling

Components:
 Discuss the thoughts and feelings of the characters in key texts

Support children during Child Initiated Play when issues arise - encourage/model use of language to explain how child is feeling

Model and role play classroom scenarios - someone with a toy you want, seeing a friend upset/lonely, etc

Play turn taking games - supporting the children to wait their turn

End Point:
 I am beginning to sort out minor conflicts and accept that not everyone can be chosen

I am increasingly able to follow rules without adult reminders

I am starting to listen to the ideas of others

Components:
 Support children during learn and explore time when issues arise - encourage/model use of language to explain how child is feeling

Helping others

Refer to regulation zones

Taking part in challenges

End Point:
 I am starting to listen to others in my play and find a compromise in our ideas

I can express my own needs and wants appropriately

Components:
 Support children during Child Initiated Play when issues arise - encourage/model use of language to explain how child is feeling

Discuss the behaviour of villains/characters in our key texts - what should they do next time? What could they do differently?

Refer to zones of regulation throughout the day

Talk about our feelings associated with transition

End Point:
 I am starting to resolve conflicts with peers

I can express how I feel appropriately (emotionally)

Managing Self

Components:
 Visuals to support the rules of Nursery e.g. walking feet, kind hands and feet, etc.

Support children to wash their hands after toileting and before eating

Support children to explore all areas of the Nursery environment and model how to play with the various resources

Support children in their independence e.g. finding coat peg, hang up coat, self-register, put artwork in their tray, etc.

End Points:
 I can manage toileting with increasing independence

I can explore different areas within the Nursery environment

I am displaying growing independence and confidence in my abilities 'me do it'

Components:
 Play party games (musical statues, pass the parcel, etc).
 Support children to understand and be mindful of their emotions (if they don't 'win', etc.)

Role play scenarios e.g. child snatching, no-one to play with, etc. How can we deal with this situation?

Visuals of What makes good...
 Nursery rules - to be referred to and reasons given throughout day as necessary

End Points:
 I am beginning to understand the routines and boundaries in Nursery

I can ask for help and am beginning to express my needs and wants

I am displaying growing independence and confidence in my abilities 'me do it'

Components:
 Support children to put coats on independently

Support children to resolve issues during L&E when they encounter a difficulty

Support children in different situations e.g. going into the hall, meeting new visitors, etc.

End Points:
 I can ask for help and express my needs with a range of people

I am becoming more confident in new situations

I am extending and playing with more varied activities and resources

Components:
 Introduce zones of regulation and how various emotions link to a colour

Talk about what healthy practises we need to do to keep strong

Support children to independently dress/undress independently - put on coats, take off jumpers, etc.

End Points:
 I can link my emotions to zones of regulation

I can talk about some healthy practise

I have high levels of well being and involvement in my chosen activities

I can self-select activities and ask for help when needed

Components:
 Discuss importance of healthy eating while planting and investigating fruit and vegetables

Talk about why we need to wash hands when handling food/after the toilet, etc. When exploring fruits and vegetables

Support children to work through problems they encounter during learn and explore time.

"Learning Detectives " who is showing characteristics of effective learning ?

End Points:
 I am displaying increasing confidence in new situations

I can talk about some healthy choices (e.g. hand washing, food, exercise)

I ask for help from adults and peers when needed and show willingness and pride to help others

Components:
 Collaborative artwork - make an astronaut, planet, etc. Give children a selection of resources to use - how can you use this? Why did you choose that one?

Discuss healthy choices during lunchtimes
 Explore astronaut food and how it provides the nutrients needed

Cooking activities - talk about hand washing, healthy ingredients, etc. Picnic in the garden

Support children to work through problems they encounter during Learn & Explore time

Refer to zones of regulation throughout the day

End Points:
 I can select activities and resources and use independently (and ask for help when needed)

I am growing in independence and giving things a go

Building Relationships

<p>Components: 'If you're happy and you know it'</p> <p>Display emotion faces to support children to express themselves/refer to throughout the day</p> <p>Adults to model how to play with the resources alongside others</p> <p>Support children to negotiate conflict during child initiated play</p> <p>End Points: I can engage with others (adults or peers) using gesture, gaze or talk)</p> <p>I am beginning to play and join in with other children</p>	<p>Components: Playing party games as a group - support understanding around emotions children might have</p> <p>Adults support children to engage with others in their play</p> <p>Support children to negotiate conflict - look at emotion faces. How are you feeling? How do you think they are feeling?</p> <p>End Points: I am beginning to develop friendships /relationships with peers and adults</p> <p>I enjoy playing alone, alongside and with others</p>	<p>Components: Key group time - support children to engage with each other and respond to each other's comments/questions etc.</p> <p>Play group games - What's the time Mr Wolf? Guess the character charades</p> <p>Discuss shared responsibility for looking after our class and resources</p> <p>End Points: I am beginning to see myself as part of a group and am developing a sense of responsibility e.g., at tidy up time</p> <p>I am beginning to develop friendly behaviour - initiating play/communication with peers and adults</p>	<p>Components: Adults to engage in and model developing narratives in role play, small world, etc</p> <p>Talk about the feelings of characters in the story - relate to a time children might have felt this way</p> <p>Introduce zones of regulation and how various emotions link to a colour</p> <p>End Points: I can play in a group, building on and elaborating ideas (e.g. in role play)</p> <p>I can work as part of a team and am beginning to take into account other's needs and feelings</p>	<p>Components: Adults to engage in and model developing narratives in role play, small world, etc</p> <p>Planting and hatching ladybirds. Caring for them as a class</p> <p>Working together to create/develop garden outside</p> <p>Adults to encourage and model respecting others ideas</p> <p>End Points: I can initiate play and offer cues for peers to join in</p> <p>I am beginning to understand how others may be feeling</p> <p>I can listen to the ideas of others</p>	<p>Components: Refer to zones of regulation throughout the day</p> <p>Meet new teacher and other adults to support transition</p> <p>Work as a group to junk model and decorate a rocket</p> <p>End Points: I am beginning to listen to others and solve conflicts with peers</p> <p>I understand that other people have a variety of emotions</p> <p>Showing more confidence with unfamiliar people</p>
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Being me in my world

End Points:

I will help others to feel welcome

I will try to make our school a better place

I will think about everyone's right to learn

I care about other people's feelings

I work well with others

I choose to follow the learning charter

Celebrating differences

End points:

I will accept that everyone is different

I will include others when working and playing

I know how to help if someone is being bullied

I will try to solve problems

I will try to use kind words

I know how to give and receive compliments

Dreams and goals

End points:

I will stay motivated when doing something challenging

I will keep trying even when it is difficult

I will work well with a partner or in a group

I will have a positive attitude

I will help others to achieve their goals

I will work hard to achieve my own dreams and goals

Healthy me

End points:

I will make healthy choices

I will eat a healthy balanced diet

I will be physically active

I will keep myself and others safe

I will know how to be a good friend and enjoy healthy friendships

I will know how to keep calm and deal with difficult situations

Relationships

End points:

I will know how to make friends

I will try to solve friendship problems when they occur

I will help others to feel part of a group

I will show respect in how I treat others

I will know how to help myself and others when we feel upset and hurt

I will know and demonstrate how to be a good friend

Changing me

End points:

I will understand that everyone is unique and special

I will express how I feel when change happens

I will understand and respect the changes that I see in myself

I will understand and respect the changes that I see in others

I will know how to ask for help if I am worried about change

I will look forward to change

<p>Components: Play follow the leader - move around the space in different ways</p> <p>Introduce rules of the garden and discuss why they are important</p> <p>Explore using large movements with streamers, ribbons, kites, etc</p> <p>End Points: I can run and stop safely</p> <p>I am beginning to climb with increasing confidence</p> <p>I can use a range of movements to use the space e.g. crawl, climb, run</p>	<p>Components: Create large movements/dances for celebration music - waving flags, etc</p> <p>Support children to use balls safely outside</p> <p>Support children to gain confidence using the bikes</p> <p>Support children to climb on the net/climbing frame to use the slide</p> <p>Musical statues - children to freeze. Support children to freeze on one leg</p> <p>End Points: I sit on push along bikes, trikes, etc</p> <p>I can kick a large ball</p> <p>I am beginning to balance</p>	<p>Components: Support children in throwing and catching games with large ball</p> <p>Play follow the leader - move around the space in different ways (including balancing e.g. along a plank/bench, stop on one leg, etc)</p> <p>End Points: I can balance and move in a range of ways</p> <p>I can catch a large ball</p>	<p>Components: Create movements using ribbons/streamers - circles in the air</p> <p>Large paintbrushes and water outside</p> <p>Chalks outside</p> <p>Move like different animals - crawl on hands and feet, jump, shuffle, move sideways, gallop, slither etc</p> <p>End Points: I can draw lines and circles using gross motor skills</p> <p>I can move skilfully, avoiding obstacles</p> <p>I am beginning to use alternate feet when going up stairs/climbing</p>	<p>Components: Create a sequence of movements to music</p> <p>Support children using the climbing frame and when climbing the stairs when moving around the school</p> <p>Explore movements together around the garden e.g. skip, hop, jump</p> <p>Digging and planting using appropriate equipment e.g. trowel, fork, etc.</p> <p>End Points: I can create movements to music</p> <p>I am developing my shoulder, elbow and wrist pivot</p> <p>I can work with others to move objects e.g. a box</p>	<p>Components: Moving in a variety of ways to different music / sequence of moves</p> <p>Support team games using large balls and other group games</p> <p>End Points: I am developing my proprioception (awareness of position and movement of body)</p> <p>I can throw and catch a large ball</p>
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Fine Motor Skills

Components:
 Playdough - model how to use tools and hands/fingers to roll, squeeze, cut, etc.

Large paper /easel, a variety of mark making tools (pens, pencils, paint brushes, crayons)

Support children to make snips using scissors with spaghetti

Draw/paint pictures of themselves and their family

End Points:
 I am developing my manipulation and control when exploring different tools and equipment

I am starting to use one-handed tools (scissors, mark making tools)

I can make marks on paper (maybe using palmer grasp)

Components:
 Threading cotton reels, beads, etc

Support children at lunchtimes to cut food

Make party food - support children to cut bread for sandwiches, etc

Cutting focus

Decorate party invitations, posters, decorations using pens, pencils, paint, scissors

End Points:
 I can hold scissors in my preferred hand and make snips

I am beginning to draw lines and circles

I am beginning to use cutlery independently to feed myself

Components:
 I join in with finger rhymes (incy wincy spider, once I caught a fish alive, open and shut them, etc.)

Cutting and sticking activities - create collages

Support children to form some of the letters in their name

Encourage children to do up their zip if adult starts it for them

Support and model the tripod grip with children

End Points:
 I am beginning to do my own zip if an adult supports me

I am experimenting with emergent writing

I am beginning to use a tripod grip when using mark making tools

Components:
 Support children to write their names using a variety of resources - paintbrushes, finger in sand, chalks outside, etc.

Support children to put on dressing up costumes independently - model how to turn outfits the correct way round

Model and support a variety of ways to manipulate playdough

End Points:
 I can copy some letters

I can use my hands, fingers and other tools to create the desired effect when using playdough

Components:
 Making snips in paper to create 'fringing' petals for flowers

Observational paintings of flowers - magnifying glasses

Support children to cut open different fruit and vegetables when investigating them

Leaf and bark rubbings

Cutting up leaves and flowers to explore

End Points:
 I am using scissors with increasing control with one hand

I am gaining more strength and control when mark making and writing

Components:
 Support children to make aliens using playdough - rolling, squeezing and shaping

Paper mache collaboration art - An alien world

Support children to write their names on work, etc.

End Points:
 I can form some of the letters in my name

I use a tripod grip when using pens/pencils

I can use scissors to cut straight lines and beginning to cut a curve and other techniques to create things artistically

Components:

Whole class and key group story sessions - highlight any interesting vocabulary. Wonderful Words Wall?

Books to be displayed across different areas of the classroom

Children show and tell/share favourite stories from home

End Points:

I enjoy listening to stories with an adult

I am learning to handle a book with care, turning the pages

Components:

Whole class and key group story sessions - encourage children to join in/finish words when familiar with the story (highlight interesting vocabulary)

Model using and draw children's attention to print with different functions e.g. signs (bus stop, warning, etc), menus, recipe books, logos - print in the environment display?

End Points:

I repeat words and phrases from familiar stories

I can handle a book with care, turning the pages

I am beginning to notice pictures and symbols in the environment and recognise what they stand for

Recognise the shape of my name and some letters in it

Learn new vocabulary that comes from our word wall / books / topic

Components:

When introducing new books, talk about features e.g. author, illustrator, cover, blurb and fact books - contents, glossary

When reading with children model pointing to the text and following it from top to bottom and left to right

Regular discussions of books during whole class, key group and free-play time (highlight interesting vocabulary)

End Points:

I have favourite stories that I can talk about (characters, events, etc)

I am beginning to ask and answer questions about simple stories

Components:

Picture walk through books - look at the pictures and discuss what we think might be happening before reading

Support children to act out simple stories using the pictures as cues

Regular discussions of books during whole class, key group and free-play time (highlight interesting vocabulary)

End Points:

I react and respond to illustrations, characters and narratives from books

I can retell parts of a familiar story using some of the vocabulary from the text

Components:

Introduce Helicopter Stories

Role play small world play - support children to create stories around their characters

Act out parts of the key texts. Encourage children to use their own words

End Points:

I can retell and perform key events from familiar stories

I am beginning to invent my own stories

Components:

Helicopter Stories

Model using information books to learn facts about space - highlight key vocabulary

End Points:

I can predict, recall and talk about characters and setting in familiar stories

I know that some books can be used to obtain information

I am beginning to use vocabulary I have learned from books

	Word Reading	See Phonics Planning Finding name card / coat peg / busy bee book	See Phonics Planning	See Phonics planning	See Phonics planning	See Phonics planning	See Phonics planning
	Writing	<p>Components: Clipboards, mark making equipment across areas both inside and outside</p> <p>Large paper on floor /easel for children to draw pictures of their families? Some interest</p> <p>Mark making a variety of ways: paintbrushes and water, shaving foam, sand, finger painting, etc.</p> <p>End Points: I am beginning to give meaning to the marks I make</p> <p>I am beginning to engage in drawing and mark making activities</p>	<p>Components: Finger tracing name cards</p> <p>Directionality with scarfs (anti-clockwise)</p> <p>Dough disco?</p> <p>Support children to write their name on work</p> <p>Celebrate children giving meaning to their marks - Wow Work - share at end of sessions, etc.</p> <p>Support children to write their name on cards</p> <p>Using pens and pencils to make our own cards</p> <p>End Points: I give meaning to the marks I make</p> <p>I engage in drawing and mark making activities</p>	<p>Components: Support and encourage children to mark make/attempt to form letters in speech bubbles for key texts, and continuous provision: shopping lists, sign up sheets, mud kitchen menu, construction designs, etc.</p> <p>Key group time name writing practise</p> <p>End Points: I imitate adult's writing by making squiggly lines, circles, shapes</p> <p>I am beginning to make the letter shapes to form the initial letter of my name</p>	<p>Components: Support children to mark make/write/label ingredients in a recipe book for things made in class</p> <p>Write shopping lists for cooking ingredients</p> <p>Children to make their own mini books based on the key texts</p> <p>Children write/mark make facts about farm growing plants</p> <p>End Points: I am beginning to use mark making/writing as a form of communication</p> <p>I am beginning to form some recognisable letters</p>	<p>Components: Children label their seeds, label the garden using marks/attempting letters</p> <p>Writing recipes or instructions to make sandwiches or toast</p> <p>End Points: I am exploring initial letter sounds in my writing</p> <p>I am beginning to use mark making/writing as a form of communication</p> <p>I can write some letters accurately</p>	<p>Components: Write a description of the alien they have designed Children attempt to write the initial sound to label superheroes e.g. S for Superman</p> <p>Write invitations to parents to come on the picnic</p> <p>Create class fact book about space</p> <p>Anti-gravity writing - paper on underside of table</p> <p>End Points: I can write some letters accurately</p> <p>I can write my name recognisably</p>

MD

Number

Components:
Colours/Match/Sort

Count the coloured objects that have been sorted

Number songs

Count the holes in Numicon

End Points:
I am beginning to use 1:1 correspondence to count to 5

Components:
Number 1/Number 2/Pattern

Show 1 and 2 on a 5 frame, numerals 1 and 2

Subitise 1 and 2 (cubes and cups, spots, conkers, etc)

Quick show 1 or 2 fingers

Number hunts (1 and 2)

End Points:
I am beginning to recognise numerals 1 and 2

I can subitise to 2

I can accurately count 1 or 2 objects

Components:
Number 3/Number 4/Number 5

Look at 1, 2, 3, 4 and 5 on a 5 frame

Subitising activities using 1, 2, 3, 4 and 5

Number hunts 1 -5 (numerals and quantities)

3 Little Pigs/Pete's 4 Groovy Buttons

Beanbag throwing (3, 4 or 5) to show how these quantities can be split

Matching activities to 5 (match numeral and quantity)

4 little bears/frogs - how many on the chair/log? How many on the floor/in the water?

End Points:
I am beginning to recognise numerals 1-5

I am beginning to see the

Components:
Number 6/Height/Length/Mass/Capacity

Introduce 10 frame

Number hunts 1-6 (numerals and quantities)

Arranging 6 objects in different ways

Sharing 6 between 2 children

6 Dinner Sid

Calculators in continuous provision

End Points:
I can recognise numerals to 5

I count using 1:1 correspondence to 5

I am beginning to recite numbers past 5

I am beginning to understand the cardinal principle

Components:
Sequencing/Positional Language/More than/Fewer than/Shape

10 frames within the environment (e.g. toilet doors, birthdays, etc)

Support chn to subitise when comparing who has more/fewer

Support chn to point to each item and count accurately when comparing who has more with objects beyond 3

End Points:
I can subitise up to 6

I can compare objects to say who has more or fewer

I can count using 1:1 recognition

Components:
Number Composition/What comes after?/What comes before?/Numbers to 5

Knocking down skittles - how many down/up/altogether

Double sided counters

Washing lines and number cards

Sing number songs and talk about what number will come next

Number hunt around the environment - then put the numerals in order

End Points:
I know that there are smaller quantities within different amounts

I can use a number line to find the numeral before of after a given number (to 5)

I can put numerals in order to 5

I can compare objects to say if there are more or fewer

				composition of numbers to 5			
				I can count accurately 5 objects			

<p>Components: Colours/Match/Sort</p> <p>Find the odd one out (colours)</p> <p>Sing number songs throughout the day - 5 little speckled frogs, 5 little monkeys, 5 little men, etc</p> <p>Sort objects by colour</p> <p>Match shoes, socks, buttons</p> <p>Towers of different heights - which ones match?</p> <p>Match number shapes (Numicon)</p> <p>Sort objects by size (e.g. compare bears)</p> <p>End Points: I am becoming familiar with a variety of number songs</p> <p>Shape, Space & Measure I am beginning to sort and match according to colour / amount</p> <p>I am beginning to make comparisons between objects relating to size</p>	<p>Components: Number 1/Number 2/Pattern</p> <p>Make cotton reel patterns A/B. Loose parts. Counters eg unifix.</p> <p>Make/continue AB patterns using natural objects (stick, leaf, stick, leaf) or our bodies (clap, stamp, clap, stamp)</p> <p>Make a mistake in a pattern - can children spot and correct?</p> <p>End Points: I am beginning to make an AB pattern</p> <p>I am beginning to recognise, copy, extend and generalise patterns and sequences around me</p>	<p>Components: Number 3/Number 4/Number 5</p> <p>Look at variety of triangles, squares and rectangles in different rotations - talk about sides, corners, straight</p> <p>Piet Mondrian's square/rectangle painting</p> <p>End Points:</p> <p>Shape, Space & Measure</p> <p>I can recognise and sort triangles, squares and rectangles</p> <p>I can use some mathematical vocabulary to describe triangles, squares and rectangles</p>	<p>Components: Number 6/Height/Length/Mass/Capacity</p> <p>Explore Numicon - joining together to create different quantities/shapes</p> <p>Compare length of caterpillars - use ribbons to create and compare</p> <p>Explore balance scales - make predictions using a variety of objects</p> <p>Explore the weight of Numicon pieces - which do you think will be heavier? Why?</p> <p>End Points: I can compare 2 quantities</p> <p>I am beginning to recite numbers to 5 and beyond</p> <p>Shape, Space & Measure</p> <p>I can compare the height of 2 or more objects</p> <p>I can compare the length of 2 or more objects</p> <p>I know that balance scales can be used to compare weight</p>	<p>Components: Sequence familiar Nursery Rhymes - what happens first, then, next, after, finally?</p> <p>Sequence routines of the day - what do you do first, then, etc?</p> <p>Compare height of plants</p> <p>Play hide the teddy - where is teddy? In front, behind, in, out, next to, under, etc.</p> <p>Explore a variety of containers using water/rice/beans/porridge - discuss full, empty, more, less</p> <p>Create pictures using 2d shapes</p> <p>Make shapes using magnetix</p> <p>Build using wooden blocks - explore the properties of the 3d shapes - do they roll/stack?</p> <p>End Points: I can sequence familiar routines or Nursery Rhymes</p> <p>Shape, Space & Measure I can use some positional language to describe the position of an object</p> <p>I know some words to describe the properties of 2d shapes (sides, corners, round, etc.)</p> <p>I can explore volume and capacity and use some language to describe this</p>	<p>Components: Number Composition/What comes after?/What comes before?/Numbers to 5</p> <p>Use shapes, compare bears and other resources to create and continue ABAB patterns</p> <p>End Points: I can say the number before or after numbers to 5</p> <p>I can continue a simple repeated pattern</p> <p>Shape, Space & Measure I use some mathematical language to describe 2D and 3D shapes</p>
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Components:

Look at baby photos and talk about how we have changed? Families did not engage but rather some provided family photos

Create home corner - use familiar packaging and utensils for the children

Support children to extend their role play and discuss e.g. role playing going to the shop 'have you been shopping? What did you get? How did you get there?'

During 'Learn & Explore', support conversation about significant event in child's own lives

End Points:

I enjoy role play and small world play based on my experiences

I am beginning to make sense of my own life story

Components:

Look at photos of children during different celebrations/ birthdays during their life and discuss

Have photos of learning that has taken place at the beginning of term to refer back to

During learn and explore time, support conversation about significant event in child's own lives

End Points:

I am beginning to make sense of my own life story and family history

I talk about and describe experiences with my family

Components:

Ask parents to share children's favourite stories from home. Considering stories from the parent's past.

Continue to develop conversations on family history through home corner role play

During Learn & Explore time, support conversation about significant events in child's own lives

End Points:

I am beginning to ask questions to learn about my own life story

I enjoy role play and small world play based on my experiences

Components:

Ask parents who have them for photos of children with pets throughout their lives or pets - discuss what children can remember *May bring up talk of death

Who looks after you? Who looked after your mummy when they were little?

Continue to develop conversations on family history through home corner role play

During free play, support conversation about significant event in child's own lives

End Points:

I am beginning to make sense of my own life-story and family's history

Components:

Look at timelapse videos of plants/trees growing

Order images of plants growing from seed to flower (bean / sunflower)

NOT CRESS

Observations of larvae to ladybird- create a timeline. What happened first, next, after, etc.

During learn and explore time, support conversation about significant event in child's own lives

End Points:

I am beginning to understand the concept of chronology

Components:

Watch the moon landing and look at more recent footage of space travel - talk about things happening before they were born, before their parents were born, when their grandparents were children, etc.

During learn & explore time, support conversation about significant events in child's own lives

End Points:

I am beginning to make sense of my own life-story and family's history

People, Culture & Communities

Components:
When painting/drawing self-portraits, talk about the colours we will use for hair, skin, etc.

Ensure home corner and areas of the classroom reflect diversity

Key texts reflect a variety of cultures and opportunities to talk about similarities and differences

End Points:
I notice differences between people

I show curiosity towards other people and people in stories

Components:
Look at how Diwali is celebrated (first-hand recount from Rina?)

Discuss celebrations in our own families - what are the special times of year for your family?

Talk about birthdays and how children celebrate them - look at photos of children celebrating their birthdays

Christmas performance

Look at a variety of celebrations from around the world

End Points:
In role play, I imitate events and customs from my own culture

Explore other customs and celebrations

I am beginning to make connections between my own family and other families

Components:
Learn about Chinese New Year and explore how it is celebrated - look at Chinese characters and how they differ from our alphabet

Compare to other celebrations taught in Autumn 2

Support children to use the ipad to take their own photos

End Points:
I am beginning to make connections between my own family and other families

Components:
Learn about The Easter Story

Learn about the festival Holi and how it is celebrated in this country and in India (parent first hand talk?)

Trip to Mudchute Farm - learn about how staff care for the animals

End Points:
I am beginning to know there are other countries in the world and how they differ or are similar to the UK

I can talk about some of the ways people celebrate Easter and Holi

Components:
Learn about the celebration of Eid al-Fitr - parent first-hand talk?

Non-fiction books - growing plants and places in the world

Look at what grows/where food we eat come from around the world e.g. paddy fields, bananas, etc.

End Points:
I am beginning to learn about different countries around the world

Components:
Learn about different occupations associated with space e.g. astronaut, engineer. Ensure gender stereotypes are challenged e.g. Mae C Jemison (first black woman to travel into space)

End Points:
I am beginning to comment and ask questions about my world and the people around me

The Natural World

Components:
Explore the garden - what can they see? Mini beast hunt / noticing plants and leaves.
Do rubbings of different things e.g. leaves, tree trunk
Take Photos using iPad

End Points:
I use my senses to explore my environment

I explore a variety of materials

Components:
Explore the Wild Garden and notice any changes - leaves changing colour, falling from trees

Ask children to bring in signs of autumn - conkers, coloured leaves

Non-fiction books around autumn

End Points:
I know about some of the signs of autumn

I am building my vocabulary to talk about what I notice

Components:
Leave water out overnight (during freezing nights) - what will happen?

Explore light/dark - make observations on whether torch light will shine through a variety of materials

Explore magnets and a variety of materials

Baking healthy food to make us strong

End Points:
I know about some of the signs of Winter

I am beginning to talk about the differences I notice between materials

Components:
Freeze animals in ice - observe what happens to the ice

Learn about farm animals and make comparisons

Learn about the life cycle of a chick/frog
*Chicks life cycle

Chocolate Easter nest - talk about melting chocolate, chocolate solidifying, etc.

Explore floating and sinking - can you make a boat for a superhero figurine? Discuss the force they feel when they push down on a floating object

End Points:
I know about some of the signs of Spring

I am beginning to understand the life cycle of an animal

I can talk about the changes I notice

I am beginning to understand some of the things needed to care for living things

Components:
Observe and talk about the changes we can see around us (leaves on trees, weather, insects, flowers, etc.)

Explore the Wild Garden and changes from the beginning of the year
Make a bug hotel / watch ladybirds hatch and develop

Hunt for minibeasts found outside with magnifying glasses

Take Photos using iPad
Observing apple core going brown over time

Playdough with different smells/herbs

Make collections of different leaves/seeds. Discuss similarities and differences, e.g. shape, size, colour

Plant seeds and learn about the things needed to help them grow (herbs / cress / sunflowers)

Look at life cycle of a plant (sunflower)

Observational drawings of plants/flowers - magnifying glasses

End Points:
I know about some of the signs of Summer
I am beginning to understand some of the things needed to care for the natural environment

Components:
Observe and talk about the changes we can see around us (leaves on trees, weather, insects, flowers, etc.)

Explore Wild Garden and the changes we have seen throughout the year (look at photos from the beginning of the year).

Baking food to take to take on a space journey

End Points:
I explore using all my senses and use a widening range of vocabulary to talk about my observations

						I am beginning to understand some of the key features of the life cycle of a plant/living things	
EAD	Creating with Materials	<p>Components: Self-portraits - paints, pens, etc. Mirrors needed and more awareness</p> <p>Model and support children to use a variety of construction toys (block play, stickle bricks, paw patrol, builders set)</p> <p>Small world dolls' house</p> <p>End Points: I make intentional marks</p> <p>I use small world and construction toys to create</p>	<p>Components: Using paint to create colourful party decorations</p> <p>Make decorations using collage for the classroom</p> <p>Support children to use scissors and glue, when making their creations</p> <p>Focus on using Duplo to join and build</p> <p>End Points: I explore colours</p> <p>I am exploring ways to join materials (PVA glue)</p>	<p>Components: Create character costumes and equipment using fabric, paper, card, etc. and use in role play</p> <p>Making character masks</p> <p>Make lollystick puppets to use in pretend play</p> <p>Junk modelling - associated with fairy tales</p> <p>Draw own good / bad character</p> <p>End Points: I am exploring different materials and using my ideas to make and create</p>	<p>Components: I am developing my own ideas Collages (habitats/animals) using a variety of materials and textures</p> <p>Make animals masks for role play - look at pattern, colours, shapes of different animal skin/fur</p> <p>Junk modelling - a den for a baby animal</p> <p>Create own farm small world using blocks</p> <p>Look at Aboriginal art and recreate using dots</p> <p>End Points: I explore a variety of creative materials to create an effect</p>	<p>Components: Colour mixing to paint flowers and garden scene (collaborative artwork?)</p> <p>Observational drawings of plants and flowers</p> <p>Lark ascending (Vaughn Williams) - children make marks to the sounds</p> <p>Make artwork inspired by patterns and colours from the natural world (caterpillar/butterfly patterns, leaves, etc)</p> <p>Georgia O'Keefe - flower artwork</p> <p>Junk modelling</p> <p>End Points: I am developing my ideas about how and what to make</p> <p>Exploring joining materials</p> <p>I am using lines and mark making equipment to make representations of things</p>	<p>Components: Listen to space music and make marks to represent the music heard</p> <p>The Planets Song Kids TV123</p> <p>Or Preschool</p> <p>Junk modelling - rockets</p> <p>Paper mache balloon planets</p> <p>Support children to create drawings with a wide variety of mark making equipment - paint, chalk, pens, pencils, crayons, watercolours, cotton buds</p> <p>End Points: I am beginning to talk about choices I make in my creative work</p> <p>I am becoming more independent in my choices when joining and creating</p> <p>I am drawing with increasing detail</p>

Being Imaginative & Expressive

<p>Components: Introduce and consolidate nursery rhymes during key group time</p> <p>Allow children to explore different musical instruments and the sounds they make partially</p> <p>Hokey Cokey, heads, shoulders, knees and toes</p> <p>John Coltrane - My favorite things</p> <p>Home corner - include packaging, books, materials that reflect a variety of cultures</p> <p>End Points: I am becoming familiar with a range of songs and rhymes</p> <p>I join in with action songs</p> <p>I engage in pretend play</p>	<p>Components: Christmas songs</p> <p>Listen to celebration songs and add music to them - support children to tap, clap to the beat</p> <p>Listen to celebratory music from around the world and create movements around them</p> <p>Role play parties - adult to support and model</p> <p>End Points: I can perform songs in the Christmas Performance</p> <p>I can move in response to music</p> <p>I am beginning to pitch match</p> <p>I engage in role alongside others</p>	<p>Components: Helicopter Stories</p> <p>Use musical instruments to make sounds for children to make character poses to - explore the instruments and how they can match to the movements e.g. fast, slow, soft, loud, shake, bang, etc.</p> <p>Adult to support and model fairy tale scenarios</p> <p>End Points: I am playing musical instruments with increasing control</p> <p>I am developing the stories in my pretend play</p>	<p>Components: Old McDonald, There's a worm at the bottom of the garden, inky wincy, 5 little speckled frogs,</p> <p>5 little ducks, 5 little monkeys</p> <p>Variety of habitats small world. Adult to support and model developing stories</p> <p>End Points: I can create musical patterns using instruments</p> <p>I am developing my imagination when playing with small world</p> <p>I am beginning to describe my thoughts and feelings in response to music</p>	<p>Components: 10 Little Sunflowers Cauliflowers Fuffy song</p> <p>Sequence movements to a poem / song</p> <p>Clap syllables in names as a welcome to key group time</p> <p>Lark ascending (Vaughn Williams)</p> <p>Make own musical instruments (beans/seeds of different sizes in cups) - explore the different sounds they make</p> <p>End Points: I am listening with increased attention to sounds</p> <p>I can explore sequences of movements</p>	<p>Components: Helicopter Stories</p> <p>Space small world using the rockets made from junk modelling</p> <p>Make music/sounds for a rocket launch - countdown, loud launch, peaceful once in space</p> <p>Elton John - Rocket Man, Walking on the Moon - The Police, Final Countdown - Europe</p> <p>Adult to support and facilitate space adventure role play</p> <p>End Points: I can respond to music through movement and expressing my thoughts and feelings</p> <p>I am developing more complex stories in my role play/small world play</p>
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